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Grade 12 Diploma Examinations Program

Social Studies 30



1985-86 School Year

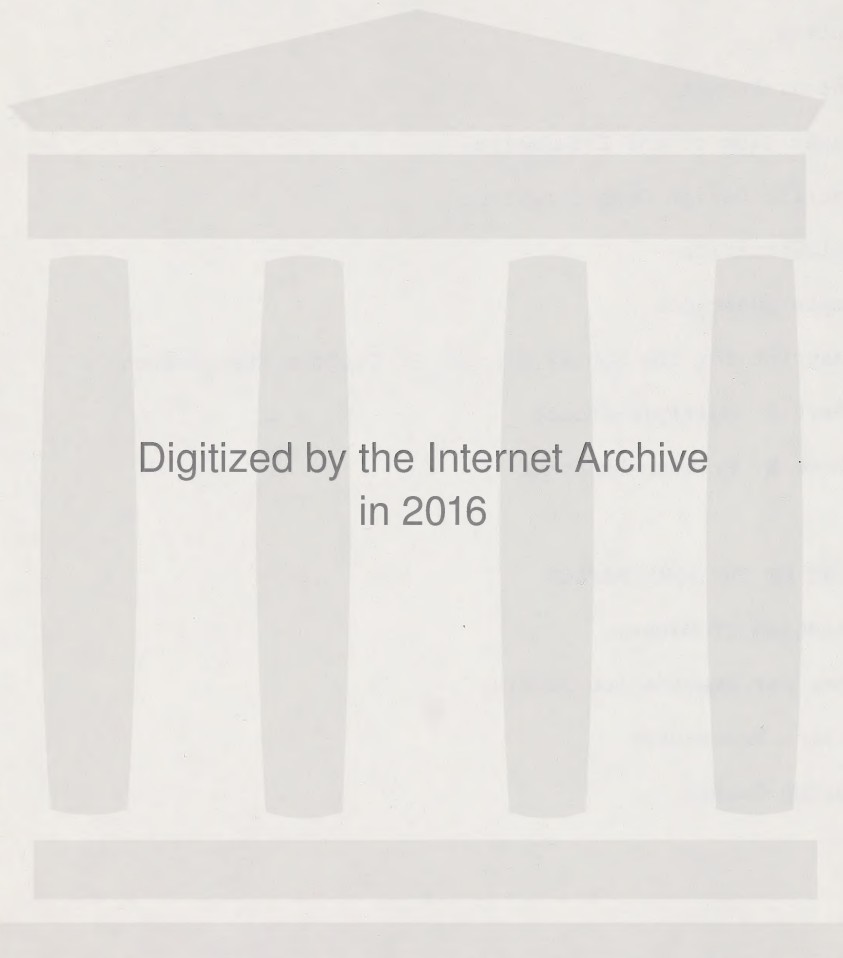
Alberta
EDUCATION
Student Evaluation Branch

Published August 1985

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PURPOSE OF THE BULLETIN

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1986. The information includes a description of the examination, an outline of the objectives to be tested, and a blueprint that outlines both the multiple-choice and written-response sections of the examination. This bulletin also explains how the written-response section of the examination will be marked. Teachers are encouraged to inform their students of the content of this bulletin and to review the scoring guides with their students. The model for the written-response questions for the 1985/86 school year will be the same as that used for 1984/85. Other models may be used in subsequent years.

Teachers should also refer to the publication *Curriculum Specifications for Social Studies 30* (July 1985), which delineates the specific content and objectives from which the test items for the Social Studies 30 Diploma Examination are developed. Teachers may also wish to refer to the bulletin entitled *General Information*, which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1985/86 school term. The bulletin will be updated in August 1986.

If you have questions or comments regarding the contents of this bulletin, please contact:

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MEMORANDUM FOR THE RECORD

The purpose of this report is to provide information to the Board of Directors regarding the results of the survey conducted by the Office of the Superintendent of Education in 1967. The survey included a questionnaire to the principals of the schools in the district, and a separate questionnaire to the teachers in the schools. The results of the survey are presented in the following sections.

The first section of the report presents the results of the questionnaire to the principals. The second section presents the results of the questionnaire to the teachers. The third section presents the results of the analysis of the data. The fourth section presents the conclusions and recommendations of the study.

The information in this report is for the use of the Board of Directors and is not to be distributed outside the Board.

If you have questions or comments, please contact the Office of the Superintendent of Education.

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DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Content

The Social Studies 30 Diploma Examination is based on the *1981 Alberta Social Studies Curriculum*. All test questions are drawn from the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis is derived from Section III of *Curriculum Specifications for Social Studies 30*, "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assesses achievement of the objectives related to knowledge, inquiry skills, and valuing; it does not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

Total Examination

The time allotted for the examination is $2\frac{1}{2}$ hours. The examination consists of two parts:

Part A: Multiple-Choice Questions - 70 questions worth 70% of the total examination mark.

Part B: Written-Response - one essay worth 30% of the total examination mark.

The examination will be written in one sitting.

Part A: Multiple-Choice Questions

Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of topics A and B of the Social Studies 30 program.

Questions based on inquiry-skills objectives require students to identify the issue; formulate research questions; organize, analyse, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives require that students understand values and demonstrate competencies in value analysis, decision-making, and moral reasoning.

Part B: Written Response

Students will be required to write one complete and unified essay dealing with an issue related to the content of the Social Studies 30 program. Two essay questions will be provided—one from Topic A and one from Topic B. Students may choose to write on either topic.

The essay will be marked according to the reporting categories indicated in the blueprint for the written-response section (page 6).

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions are field-tested in high schools throughout the province. A test development specialist, in conjunction with teachers, builds the examinations from suitable questions. Before the examinations are administered, they are reviewed by a Diploma Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education.

Specific Design Considerations

Reporting Categories

The reporting categories (or subtests) will form the basis for the reporting of examination results to school jurisdictions. Student achievement will be analysed and reported according to these categories, a complete list of which may be found in the blueprint (pp. 5-6).

Cognitive Levels

Approximately 50% of the questions on the examination test knowledge or comprehension. The other 50% of the questions are designed to test the more complex cognitive levels of the taxonomy.

Administration

Dates for the administration of the 1986 Social Studies 30 diploma examinations are as follows.

January 28, 1986:	9:00 - 11:30 a.m.
June 24, 1986:	9:00 - 11:30 a.m.
August 12, 1986:	9:00 - 11:30 a.m.

Sample Questions

Teachers and students may refer to past Social Studies 30 Diploma Examination for examples of the multiple-choice questions and written-response assignments. Your school principal should have copies of past examinations on file.

Blueprint for the Social Studies 30 Diploma Examination

The blueprint on pages 5 and 6 explains the design of Part A and Part B of the Social Studies 30 Diploma Examination. This blueprint is organized according to reporting categories and shows the percentage of marks allotted to each category.

Valuing skills and value concepts from Topic A and Topic B have been combined into one reporting category in order to have sufficient items to achieve statistical significance.

CONTENT

CONTENT		REPORTING CATEGORY		REPORTING CATEGORY		REPORTING CATEGORY	
PROCESSES		PROCESSES		PROCESSES		PROCESSES	
1. RECALL AND COMPREHENSION: Ability to recall or recognize and the ability to transform into other words.		2. INQUIRY SKILLS (A): Ability to identify and focus on the issue and to formulate research questions.		3. INQUIRY SKILLS (B): Ability to gather, organize, analyse, evaluate, and synthesize data.		4. INQUIRY SKILLS (C): Ability to resolve the issue, apply the decision, and to evaluate the decision, the process, and the action.	
1.1 Recall concepts	1.2 Understand concepts	2.1 Identify and focus on the issue	2.2 Formulate research questions	3.1 Gather and organize data	3.2 Analyse and evaluate data	4.1 Resolve the issue	4.2 Apply the decision
1.3 Understand generalizations				3.3 Synthesize data		4.3 Evaluate the decision, process, and action	
5.1 Value analysis		5.2 Decision-making		5.3 Moral reasoning		5.4 Valuing skills: Ability to resolve conflicts of competing values.	
5.5 Individual welfare/collective good		5.6 Nationalism/internationalism		5.7 Individual freedom/state control		5.8 Individualism/collectivism	
5.9 State control		5.10 Individual freedom		5.11 State control		5.12 Individual freedom	
5.13 State control		5.14 Individual freedom		5.15 State control		5.16 Individual freedom	
5.17 State control		5.18 Individual freedom		5.19 State control		5.20 Individual freedom	
5.21 State control		5.22 Individual freedom		5.23 State control		5.24 Individual freedom	
5.25 State control		5.26 Individual freedom		5.27 State control		5.28 Individual freedom	
5.29 State control		5.29 Individual freedom		5.30 State control		5.31 Individual freedom	
5.32 State control		5.32 Individual freedom		5.33 State control		5.34 Individual freedom	
5.35 State control		5.35 Individual freedom		5.36 State control		5.37 Individual freedom	
5.38 State control		5.38 Individual freedom		5.39 State control		5.40 Individual freedom	
5.41 State control		5.41 Individual freedom		5.42 State control		5.43 Individual freedom	
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5.83 State control		5.83 Individual freedom		5.84 State control		5.85 Individual freedom	
5.86 State control		5.86 Individual freedom		5.87 State control		5.88 Individual freedom	
5.89 State control		5.89 Individual freedom		5.90 State control		5.91 Individual freedom	
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5.101 State control		5.101 Individual freedom		5.102 State control		5.103 Individual freedom	
5.104 State control		5.104 Individual freedom		5.105 State control		5.106 Individual freedom	
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5.404 State control		5.404 Individual freedom		5.405 State control		5.406 Individual freedom	
5.405 State control		5.405 Individual freedom		5.406 State control		5.407 Individual	

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION (continued)

Part B: Written Response (30% of total examination score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY	PROPORTION OF TOTAL MARK
One complete and unified essay in which the student integrates steps of the inquiry process in dealing with a given issue	1. Explanation of issue	5%
	2. Description and evaluation of an action or actions	10%
	3. Presentation and defence of a position on the issue	10%
	4. Quality of language and expression	5%
		30%

MARKING OF THE EXAMINATION

The multiple-choice portion of the examination will be machine scored. The written-response section of the Social Studies 30 Diploma Examination will be scored by Social Studies 30 teachers who have been recommended by their superintendent and appointed by the Student Evaluation Branch.

Selection of Markers

Markers will be selected from all regions of the province. To qualify as a marker, a teacher must have taught Social Studies 30 for two or more years, be currently teaching Social Studies 30, and have a Permanent Professional Certificate. Teachers who are interested in being recommended as markers should contact their superintendent before October 15, 1985. School superintendents will be requested to supply at least one marker for every 40 Social Studies 30 papers written by students in their jurisdictions.

Dates for Examination Scoring

The written-response section of the 1986 Social Studies 30 Diploma Examination will be marked in Edmonton according to the following schedule:

January Examination - February 6 - 8, 1986
June Examination - July 8 - 11, 1986
August Examination - August 15 - 16, 1986

Group leaders will meet prior to each of the two major marking sessions on the following dates:

January Examination - February 5, 1986
June Examination - July 7, 1986

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to the actual marking of the examination papers. Approximately 30 teachers will be invited to serve as group leaders to review these sample papers and to assist in reliability reviews. Each student's examination will receive a minimum of three independent readings. Consistency in marking will be closely monitored.

Scoring Guides

The scoring guides presented on pages 8, 9, 10, and 11 will be used in grading the written-response section. It should be noted that the scoring criteria for the 1985/86 school year are essentially the same as those for 1984/85. The criteria will be adjusted to reflect the requirements of each specific assignment and actual student essays. Training in the use of these guides will be provided at the marking sessions.

Since the scoring guides do not appear in the examination booklet, students should be given the opportunity to review them during the school year or semester.

1. Explanation of the issue (5 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Demonstrates perception in stating the significance of the issue. Shows an insightful understanding of the dilemma inherent in the issue through a thoughtful description of two competing value positions related to the issue.
(4) PROFICIENT	Clearly states the significance of the issue. Identifies some of the critical features of the value positions underlying the issue and explains how they are in competition with each other.
(3) SATISFACTORY	States or implies the significance of the issue. Adequately describes competing value positions related to the issue.
(2) LIMITED	Restates the issue, but shows uncertainty or vagueness in describing the importance of the issue and in describing the underlying value positions. The value positions stated may not be clearly related to the issue.
(1) POOR	Statement of the importance of the issue and description of value positions is inaccurate or incomplete.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

2. Description and evaluation of an action or actions* (10 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Perceptively describes an appropriate and carefully selected example of an action taken to deal with the issue. Presents a comprehensive and insightful evaluation of the impact of this action. Arguments are logical and well supported. The evaluation of the desirability of the action reflects an understanding of higher-order value principles.
(4) PROFICIENT	Clearly describes a well-chosen example of an action taken to deal with the issue. Presents a clear evaluation of the impact of this action. Arguments are logical and supported. In evaluating the desirability of the action, reference is made to one or more value principles.
(3) SATISFACTORY	Adequately describes an action taken to deal with the issue. Presents an acceptable evaluation of the impact of this action by considering both the practicality and desirability of the action. There may be minor logical inconsistencies or somewhat incomplete supporting evidence. The evaluation of the desirability may be based only on personal feelings and attitudes.
(2) LIMITED	Ambiguously and inaccurately describes an action taken to deal with the issue. Presents a restricted evaluation of the implications of this action based on inconsistent arguments or minimal supporting evidence. An unsupported opinion may be expressed about the desirability of the action. Some attention is given to practical considerations.
(1) POOR	Incorrectly or incompletely describes an action taken to deal with the issue. Evaluation is based on unrelated arguments or is inadequately or incorrectly supported. No attempt is made to evaluate the practicality or the desirability of the action.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

*NOTE: Throughout this scoring dimension, the student may select more than one example of an action to deal with the issue. Both a general and a specific approach are considered acceptable.

3. Presentation and defence of a position taken on the issue (10 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Presents a thoughtful statement of position. The defence is based on convincing arguments and carefully selected supportive detail. The arguments are consistent with the point of view expressed throughout the essay.
(4) PROFICIENT	Presents a clear statement of position. The arguments are well-considered and supported by appropriate evidence through reference to specific examples or a general policy.
(3) SATISFACTORY	Presents an identifiable position and defends it with one or two supporting arguments. Specific examples are used to illustrate key points.
(2) LIMITED	Presents a confused statement of position. The defence is based more on emotion than logic, and may not relate well to the issue. Specific examples used may contain inaccuracies.
(1) POOR	Does not present a definable position, or states a position but makes little or no attempt to defend it.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

4. *Quality of language and expression (5 marks)*

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	The content is comprehensively organized. The writer's point of view is unquestionably evident throughout the work. The expression reveals a mature use of language structures, spelling, and vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's point of view is clearly understood. The expression reveals good use of language structures, spelling, and vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's point of view is generally indicated. The expression reveals an adequate awareness of, and attention to language structures, spelling, and vocabulary.
(2) LIMITED	The content is presented in such a way that the writer's point of view is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's point of view. The expression reveals faults in language structures, spelling, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.

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